

## DIAMOND HILL ELEMENTARY

104 Lake Secession Rd.  
Abbeville, SC 29620

<b>Grades</b>	PK-7 Elementary School	
<b>Enrollment</b>	296 Students	
<b>Principal</b>	Todd Ramey	864-446-2600
<b>Superintendent</b>	Dr. Ivan Randolph	864-366-5427
<b>Board Chair</b>	Dr. Bill Crenshaw	864-379-8411

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Excellent	Good
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

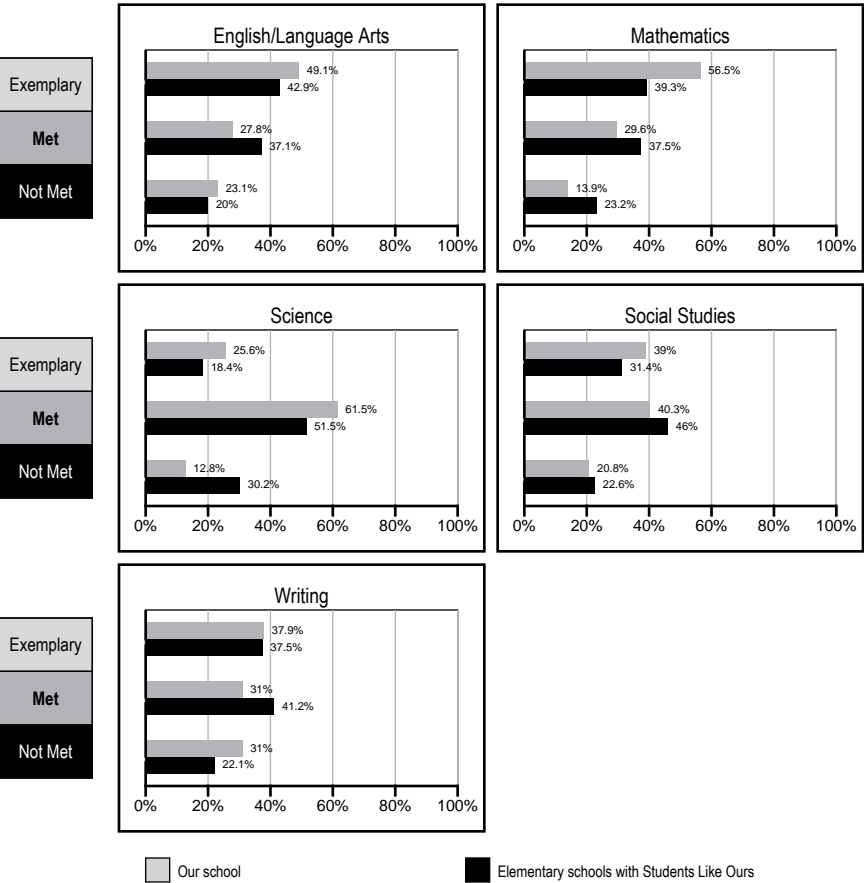
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
25	35	46	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=296)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Up from 0.7%	1.2%	1.1%
Attendance rate	95.6%	Up from 94.7%	96.1%	96.2%
Served by gifted and talented program	21.3%	Down from 23.9%	14.4%	13.4%
With disabilities other than speech	4.5%	Down from 7.4%	4.6%	4.1%
Older than usual for grade	0.0%	Down from 0.8%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	57.1%	Down from 59.1%	60.7%	62.5%
Continuing contract teachers	95.2%	Down from 95.5%	90.0%	88.2%
Teachers returning from previous year	94.1%	Down from 98.4%	88.5%	87.8%
Teacher attendance rate	96.6%	Up from 94.8%	95.2%	95.2%
Average teacher salary*	\$46,534	Up 1.9%	\$46,510	\$46,773
Professional development days/teacher	3.3 days	Down from 6.2 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 16.3 to 1	20.2 to 1	19.9 to 1
Prime instructional time	91.9%	Up from 89.3%	90.2%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	34.5%	Down from 96.9%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,814	Down 1.4%	\$6,946	\$7,447
Percent of expenditures for instruction**	67.0%	Down from 67.3%	68.1%	68.4%
Percent of expenditures for teacher salaries**	65.4%	Up from 62.6%	65.7%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Diamond Hill is a “great place to shine” located in a great and shining community. Being located in the middle of the “Nation” community in Abbeville County, family values and pride are ingredients that drive all members of our school family to be the best!

The students are truly the heart and soul of our school, and this is shown in the pride they take in their work and the great facility that we have here. In the classroom, our faculty and staff are second to none ! The dedication and love that they give to these children will last a lifetime. The former students returning to visit faculty and staff are a testament to that.

Diamond Hill Elementary School is a rural school with a population of approximately 300 students in grades four-year-old kindergarten through seven. The ethnicity of the school is 87% Caucasian and 13% African American. The socioeconomic status of our families is in the range of low to middle income. We have 58. % of our students on free or reduced meals.

Our mission is, “Challenging students everyday to be a shining success in school and in life.” Our plan for school wide reform was designed to develop critical thinking skills, integrated communication skills, active student participation in school and community activities, uniqueness of individuals, and lifelong learning. We strive to both strengthen and accelerate student learning in the areas of reading, mathematics, science, and social studies. We will implement effective interventions to enhance the daily learning environment for all students, as well as build a positive climate for their success. At Diamond Hill Elementary, we believe that the most powerful learning comes when children develop a true understanding of concepts through higher order thinking associated with various fields of inquiry and self-monitoring of their thinking.

With the hard work of faculty, staff, students, and parents Diamond Hill is truly a great place to shine!

Todd Ramey, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	15.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	178	100	23.5	30.7	45.8	86.7	87.1	82.4	Yes	Yes
Gender										
Male	94	100	24.1	35.6	40.2	83.9	84.3	78.7	N/A	N/A
Female	84	100	22.8	25.3	51.9	89.9	90.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	157	100	19.7	31.3	49	89.1	92.1	88.9	Yes	Yes
African American	20	100	55.6	22.2	22.2	66.7	79.6	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	25	100	66.7	14.3	19	57.1	57.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	77.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	110	100	30.3	34.3	35.4	83.8	83	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	178	100	15.1	33.1	51.8	90.4	90.6	81.9	Yes	Yes
Gender										
Male	94	100	14.9	37.9	47.1	87.4	88.5	79.9	N/A	N/A
Female	84	100	15.2	27.8	57	93.7	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	157	100	14.3	32	53.7	91.2	93.5	88.9	Yes	Yes
African American	20	100	22.2	38.9	38.9	83.3	85.9	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	25	100	57.1	28.6	14.3	52.4	64.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	110	100	19.2	36.4	44.4	88.9	87.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	129	100	16.4	61.5	22.1	83.6	77.6	68.6
Gender								
Male	69	100	20	58.5	21.5	80	77.4	68.3
Female	60	100	12.3	64.9	22.8	87.7	77.7	68.9
Racial/Ethnic Group								
White	113	100	13.1	63.6	23.4	86.9	85.7	80.7
African American	15	100	42.9	50	7.1	57.1	64.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	42.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	18	100	50	43.8	6.3	50	47.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	54.5	60.7
Socio-Economic Status								
Subsidized meals	76	100	18.8	59.4	21.7	81.2	70.6	57.3

Social Studies

All Students	127	100	19.2	50.8	30	80.8	80.6	72.5
Gender								
Male	69	100	18.5	44.6	36.9	81.5	81.3	72
Female	58	100	20	58.2	21.8	80	79.9	73.1
Racial/Ethnic Group								
White	111	100	18.1	48.6	33.3	81.9	85.5	81
African American	15	100	28.6	64.3	7.1	71.4	72.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	16	100	53.8	30.8	15.4	46.2	51.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	69.7
Socio-Economic Status								
Subsidized meals	73	100	22.4	56.7	20.9	77.6	75.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	31	100	31	31	37.9	69	76.5	73.2	95.6	96.3
Gender										
Male	15	100	28.6	42.9	28.6	71.4	71.1	67.2	95.5	96.3
Female	16	100	33.3	20	46.7	66.7	82.2	79.4	95.7	96.3
Racial/Ethnic Group										
White	26	100	24	32	44	76	83.8	81.5	95.5	96
African American	5	I/S	I/S	I/S	I/S	I/S	65.9	61.3	96.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97	98.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	96.7	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	98.3
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	34.5	26	95.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	75	65.7	96.3	96.7
Socio-Economic Status										
Subsidized meals	23	100	42.9	33.3	23.8	57.1	70.7	63.2	95.4	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	48	100	8.7	26.1	65.2	91.3
	4	30	93.3	24.1	24.1	51.7	75.9
	5	31	100	13.8	37.9	48.3	86.2
	6	32	100	19.4	51.6	29	80.6
	7	38	100	34.3	31.4	34.3	65.7
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	37	100	21.9	18.8	59.4	78.1
	4	48	100	14.9	42.6	42.6	85.1
	5	31	100	37.9	13.8	48.3	62.1
	6	32	100	13.8	41.4	44.8	86.2
	7	30	100	34.5	31	34.5	65.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	48	100	8.7	28.3	63	91.3
	4	30	100	20.7	34.5	44.8	79.3
	5	31	100	10.3	44.8	44.8	89.7
	6	32	100	19.4	58.1	22.6	80.6
	7	38	100	34.3	40	25.7	65.7
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	37	100	6.3	15.6	78.1	93.8
	4	48	100	8.5	38.3	53.2	91.5
	5	31	100	31	31	37.9	69
	6	32	100	20.7	44.8	34.5	79.3
	7	30	100	13.8	34.5	51.7	86.2
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	24	100	N/A	N/A	N/A	100
	4	30	100	20.7	58.6	20.7	79.3
	5	16	100	26.7	66.7	6.7	73.3
	6	15	100	N/A	N/A	N/A	73.3
	7	38	100	42.9	40	17.1	57.1
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	20	100	17.6	52.9	29.4	82.4
	4	48	100	8.5	66	25.5	91.5
	5	15	100	21.4	57.1	21.4	78.6
	6	16	100	20	60	20	80
	7	30	100	24.1	62.1	13.8	75.9
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	24	100	25	58.3	16.7	75
	4	30	100	27.6	24.1	48.3	72.4
	5	15	100	21.4	57.1	21.4	78.6
	6	17	100	6.3	68.8	25	93.8
	7	38	100	42.9	40	17.1	57.1
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	17	100	20	26.7	53.3	80
	4	48	100	14.9	46.8	38.3	85.1
	5	16	100	40	33.3	26.7	60
	6	16	100	14.3	78.6	7.1	85.7
	7	30	100	17.2	65.5	17.2	82.8
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	47	100	28.3	41.3	30.4	71.7
	4	29	100	31	37.9	31	69
	5	29	100	13.8	44.8	41.4	86.2
	6	32	100	25.8	54.8	19.4	74.2
	7	36	100	40	34.3	25.7	60
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	31	100	31	31	37.9	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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